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NATIONAL GENDER RESPONSIVE TEACHERS' GUIDE

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Section 1: Introduction to the GRP										
Theme L	Method					Competency			Key Point	Materials
	D	M	C	A	K	S	A			
Learning out-comes	1. To provide overview of the background to GRP 2. To understand the rationale of Gender Responsive Pedagogy 3. Familiar with how to use the GRP Training Package									
Background to GRP									<ul style="list-style-type: none"> Situational Analysis in Education Identification of gender related Barriers in education. What are gender related policies and strategies to address challenges of boys and girls 	<ul style="list-style-type: none"> Training package Text book summary Online learning material
Rationale of Gender Responsive Pedagogy									<ul style="list-style-type: none"> improve the gender responsiveness of teaching methodologies and school environments. to improve the outcome of quality teaching by enabling girls and boys to exploit their full potential prevent gender bias and gender-based discrimination in their teaching and in their classrooms supporting primarily teachers in creating classroom environment that is gender responsive 	<ul style="list-style-type: none"> Training package Text book summary Online learning material
How to use this Guide?									<ul style="list-style-type: none"> Used by primary and secondary school teachers, Technical and vocational schools, school leaders and other officials. Used as a reference document to support the implementation syllabus (Curriculum) developed by Rwanda Education Board for each subject 	<ul style="list-style-type: none"> Training package Text book summary Online learning material
Duration(minute)	50	80	10	30	10				N/A	

Method abbreviation: L-lecture, D-discussion/participation, M-media(e.g., video clip), C-case study, A-assignment
 Competency abbreviation: K-knowledge, S-skills, A-attitude

Instructor Guide

Highlights, Special Considerations, and Required instrument, etc .

Highlights/ Special Considerations:

- Raising the participants' interest and awareness is the main objective of this session as this session is the beginning of the overall section
- Deliver the overview of gender responsive pedagogy in competence based curriculum s to help participants appreciate its importance.
- Lead participants to know GRP in CBC and its rationale
- Lead trainers to share their own stories when they discuss topics and carry out exercises

Required instrument:

- Prepare a beam projector, a sound speaker, a laptop, a paper, pencils and class room/space are required for this training and manage with the staff whom may it concern.

Activity One.

What are gender related barriers that may lead to high performance of boys and low performance girls in your school. Some of them include the following:

- Social norms- where traditional power structures dictate that girls and women have less power than boys and men, and children have less power than parents
- Low capacity of schools to provide learning support services for girls and boys falling behind academically
- Teachers who are not equipped with the awareness, knowledge and skills required to teach in a gender responsive manner, and who may not even be aware of their own gender bias.
- Lack of understanding of the gender barriers facing boys' retention in school, since most of the work on gender and education focuses on girls.
- Inadequate engagement with boys and men to promote positive masculinities in and out of school.

Activity two.

Rationale of GRP training package: Group Discussion

- What is Gender Responsive Pedagogy
- Why do we need Gender responsive Pedagogy
- what is the rationale of gender responsive pedagogy
- What is competency Based curriculum
- Identify relationship between gender and competency based curriculum

Activity two.

The usage of GRP training Package

- Who is intended to use the Training Package, Teachers
- Implementation of competency based Curriculum

Section 2: Key concepts related to Gender and Education

Outline Table

Learning Outcomes	<ul style="list-style-type: none"> To have a sound understanding of gender concepts To explore the relationship between gender and education To be able to reflect on how to apply gender concepts to learning process 									
	Theme	Method					Competency			Key Point
L	D	M	C	A	K	S	A			
Gender concepts									<ul style="list-style-type: none"> Gender and Sex Gender sensitivity Gender equity and gender Equality Other gender concepts 	<ul style="list-style-type: none"> Training package Text book summary Online learning material
Selected education concepts.									<ul style="list-style-type: none"> Education Pedagogy Curriculum Hidden curriculum Competence based - Curriculum Classroom management Classroom Learning 	<ul style="list-style-type: none"> Training package Text book summary Online learning material
Where and how is gender constructed?									<ul style="list-style-type: none"> Community: Family Religion School Media Language Government 	<ul style="list-style-type: none"> Training package Text book summary Online learning material
Duration(minute)		80	10		10			N/A		

- Method abbreviation:
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- Competency abbreviation:
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Instructor Guide

Highlights, Special Considerations, and Required instrument, etc .

Highlights/ Special Considerations:

- Helps the participants to understand the meaning of gender and Sex, and are able distinguish between Gender roles and Sex roles.
- The participants are introduced to different ways how gender is constructed.
- Lead trainees to share their own stories when they discuss topics and carry out exercises

Special Considerations

- Brainstorming,
- sketch,
- group discussion

Required instrument:

- exercise Material: flip charts, markers Instructions • Ensure that participants have all material they need
- Review the PowerPoint presentation or notes prepared on flipcharts
- Make enough copies of the presentation to be circulated to participants
- Prepare a beam projector, a sound speaker, a laptop, a paper, pencils and class room/space are required for this training and manage with the staff whom may it concern

Section content: Key concepts related to Gender and Education

activity 1: Introduction

The Teacher/reader should understand gender basics in the context of gender-responsive teacher training, The selected gender and education related concepts and terms be identified.

Activity 2: Identification of Biological difference between women and men

Sexual Characteristics	Women	Men
Chromosomes	XX	XY
Hormones	Estrogen	Progesterone
Reproductive organs	Ovary, Uterus, Vagina, Clitoris	Testicles, Penis

Activity 3: Identification of gender roles

1. What is your understanding about gender?
2. What is difference between gender and sex?
3. Working individually, describe whether these are sex roles or gender roles?
 - Breast-feeding
 - Caring for children
 - Cooking
 - Child bearing/Pregnancy
 - Producing sperm

Activity 4. Use the Matching Game

- To have a sound understanding of gender concepts
- To explore the relationship between gender and education
- To be able to reflect on how to apply gender concepts to learning process

Activity 5: Find out information in your school about the following: Check list

- How many women and men are there in the following positions: school board, heads of departments and prefects?
- Is the school-head a man or a woman?
- Is the head prefect a girl or a boy?
- How many male students and how many female students are there?
- How many female teachers and how many male teachers?

Section 3: Gender Responsive Pedagogy

Outline Table

- Method abbreviation: L-lecture, D-discussion/participation, M-media(e.g., video clip), C-case study, A-assignment
- Competency abbreviation: K-knowledge, S-skills, A-attitude

Learning Outcomes	<ul style="list-style-type: none"> • To explain the relevance of incorporating gender in the subject syllabus • To develop teaching and learning approaches that are gender responsive • To be able to handle gender-related conflicts that may arise in the classroom and beyond. • To demonstrate an understanding of a gender responsive outdoor learning environment. • To identify gender blind school facilities; indoor and outdoor and find possible solutions to engender them. • To inspire gender-related positive attitudes among students and peers. 									
	Theme	Method					Competency			Key Point
L	D	M	C	A	K	S	A			
Relevance of Gender in the Competency Based Curriculum									<ul style="list-style-type: none"> • Aims of Introducing gender perspective in CBC • In the CBC, the teaching and learning approach is based on discrete skills. • No discrimination based on gender, disabilities, special educational needs background and others. • Teachers need to be guided on what, how and when the integration could be done. 	<ul style="list-style-type: none"> • Training package • Text book summary • Online learning material
Gender – Responsive Teaching and Learning Environment									<ul style="list-style-type: none"> • Classroom setting and arrangement • Classroom size and sitting arrangement • Indoor and outdoor illustrations • Physical education (Sports activities) 	<ul style="list-style-type: none"> • Training package • Text book summary • Online learning material
Gendered language use in the classroom and at school									<ul style="list-style-type: none"> • Exclusionary forms of Language • Inclusionary forms of Language • Classroom Languages • Unconsciously use gendered language 	<ul style="list-style-type: none"> • Training package • Text book summary • Online learning material

Teaching and learning resources										<ul style="list-style-type: none"> • Teaching-learning resources: curriculum content, textbooks and teaching aids (visual, audio, and tactile materials) • Teaching-learning materials 	<ul style="list-style-type: none"> • Training package • Text book summary • Online learning material
Lesson planning and delivery										<ul style="list-style-type: none"> • Content, • Methodology, • Teaching-learning materials • Resources • Gender responsive lesson planning and delivery 	<ul style="list-style-type: none"> • Training package • Text book summary • Online learning material
Gender Responsive Interactions										<ul style="list-style-type: none"> • Teacher-learner interactions • Student-student Interactions • Parent-teacher interactions • Teacher-teacher Interactions 	<ul style="list-style-type: none"> • Training package • Text book summary • Online learning material
Gender Responsive Assessment										<ul style="list-style-type: none"> • Meaning of gender Responsive Assessment • Importance of Gender Responsive assessment • Administering gender responsive assessment test • Feedback responds to each learner's specific needs 	<ul style="list-style-type: none"> • Training package • Text book summary • Online learning material
Duration(minute)									N/A		

Highlights, Special Considerations, and Required instrument, etc .

Highlights/ Special Considerations:

- Focuses on the relevance of gender responsive package and elevate the participants' interest and awareness on the gender response pedagogy.
- Emphasizes the participants to appreciate Gender - Responsive Teaching and Learning Environment and how language can reinforce the existing Gender gaps
- Deliver the gender responsive interactions overview of gender equality issues to help trainees be able to draw a map of the course

Lead trainees to share their own stories when they discuss topics and carry out exercises

Special Considerations

- Brainstorming,
- sketch,
- group discussion

Required instrument:

- exercise Material: flip charts, markers Instructions • Ensure that participants have all material they need
- Review the PowerPoint presentation or notes prepared on flipcharts
- Make enough copies of the presentation to be circulated to participants
- Prepare a beam projector, a sound speaker, a laptop, a paper, pencils and class room/space are required for this training and manage with the staff whom may it concern

Section Content: Gender Responsive Pedagogy

1. Relevance of CBC

Activity 1: Referring to the current CBC, share with your colleagues ideas on the following questions;

- What do you think is the importance of incorporating gender into the CBC?
- What issues are addressed by incorporating gender in the CBC?
- What are the opportunities/successes/challenges in addressing gender as a cross cutting issue in the CBC?

Activity 2: For this activity, ensure the availability of a CBC lesson plan template and the syllabuses mentioned below.

Discuss gender responsiveness in following particular Units;

1. Mathematics Syllabus for Ordinary Level S1 – S3: unit 4: Percentage, discount, profit, and loss (page 22).
2. Social and Religious Studies syllabus for upper primary p4- p6: unit 2: Complementarity and Social Cohesion in the Society (page 44).

Guiding questions:

- Identify the teaching and learning resources for each unit with respect to gender responsiveness.
- Analyze the gender responsiveness of learning outcomes, content and activities of each unit
- How can gender aspects be reflected in learning activities?
- Compare the two units (1 and 2) and discuss how gender is reflected.

2. Gender – Responsive Teaching and Learning Environment

Activity 1: Reflect on your school and discuss with colleagues the following issues

- Size and shape of desks and chairs
- Arrangement of desks
- Wall space and fixtures
- Height of shelves
- Seating positions in terms of where girls and boys sit
- Height of the stools in the laboratory

Activity 2: Reflect on your school and discuss with your colleagues the questions below:

- Are separate spaces available for boys and for girls, whether inside or outside the classroom?
- When should spaces used by boys and girls be separated?
- Do boys or girls interfere with the others' space?
- Which spaces are neutral and what characterizes them?
- Who uses the neutral/shared spaces mostly and why?
- When there is very little space, who uses it mostly?

Activity 3: Observe the two pictures below and answer the following questions

- How are both girls and boys portrayed in pictures/drawings?
- Are the illustrations culturally appropriate and/or gender-responsive?
- Do the illustrations portray both girls and boys positively/negatively?
- How do male and female characters appear in open, as well as closed, spaces?
- Include illustrations depicting female and male characters in comparable roles.

Activity 4: Reflect on your school and discuss with your colleagues the following questions

- What kinds of resources (such as games, playground, learning tools, etc) are available and which ones are used by boys and by girls?
- Are learners represented equally in all typical activities such as sports, recreational activities, caring, fetching water, cleaning, gardening etc?
- Is infrastructure and other facilities user friendly for all learners (boys, girls, learners with disabilities)?

3. Gendered language use in the classroom and at school

Activity 1: The need to use gender-neutral language in classroom

- Gender neutral language eliminates assumptions about someone's gender identity based upon their appearance.
- It avoids reinforcing gender binaries and it respects diverse identities.
- The use of gender-specific language tends to be biased towards masculine words, contributing to gender power imbalances.
- The words children hear affect their perceptions of the gender appropriateness of certain careers, interests, and activities.

Activity 2: What should be done to promote gender equity and challenge stereotypes?

- Never divide the class by gender, or make statements just addressing one gender
- Avoid using gender specific words like chairman, fireman, etc when discussing careers or occupations. Instead use the corresponding gender-neutral terms such as chairperson (or chair), firefighter etc
- Instead of using the term you guys, use gender-neutral terms like everyone or people or to refer to all students in your class
- Avoid assigning classroom or school tasks based on historical roles of gender. For example, asking boys only to move chairs or desks and girls cleaning
- Include as many resources as possible within your classroom and curriculum that depict women and men in non-traditional ways.
- When you do see/hear examples of gender stereotypes use them as an opportunity for 'teachable moments' and ask students to discuss what they mean and why they use them.
- Avoid statements that generalize, 'girls tend to...' or 'boys are more...'
- Actively encourage students to engage in activities that might sit outside their gender's comfort-zones (e.g. sports, dance, drama etc.)
- Take note of how often you draw on either males or females to answer different types of questions and make an effort to rectify any inequity
- Praise, encourage, and respond to contributions of females and males equally.
- Call on females as often as males to answer both factual and complex questions.
- Create a classroom atmosphere where females are not interrupted by others more often than males.

- Establish collaborative groups composed of both males and females to provide opportunities for all voices to be heard.
- Value intellect; avoid references to appearance and physical attributes.
- Choose females for leadership positions as often as males.
- Avoid comments or humor that demean or stereotype males or females
- When we speak about important personalities, it is good to explicitly say that important personalities are both men and women.

Activity 3: Some of Gender Stereotypes and expressions that are often used

The exercise consists of identifying gender biased language we use in everyday life. Students/trainees will try to understand the exclusive nature of the use of this language and develop a new language that is gender neutral. Example

- Girls are timid and boys are brave
- Males are admired for their accomplishments and women for their physical attributes
- Females are passive and males are active
- Women are talkative,
- Uri akagabo sha
- Ntukirye nk'abakobwa ariko
- Ntukarizwe n'ubusa nk' abakobwa
- Uzabe umugabo nka so
- Etc

4. Teaching and learning resources

Activity 1: Discuss the following points;

- Explain why we need to use GR teaching learning materials.
- Discuss the indicators of a GR teaching-learning aid.
- What precautions need to be taken for teaching-learning resources to be gender responsive?
- Identify some teaching-learning resources: those which are gender responsive and those which are gender biased.

5. Lesson planning and delivery

Activity 1: Reflect on subject syllabuses and discuss with your colleagues the following points

- Does the CBC say anything about gender in lesson plan?
- Is it important for teachers to include gender aspect in lesson plan?
- What are the indicators of a gender responsive lesson plan?

6. Gender Responsive Interactions

Activity 1: Gender-responsive class interactions Checklist. Observe the following

- How are the learners seated?
- Does the teacher:
 - Equally call on boys and girls?
 - Equally allow time for their answers?
 - Equally reward correct answers?
- Use a variety of interesting methods to encourage boys and girls to learn?
- Equally call on girls and boys to do the chores?
- Do learners:
 - Have access to teachers?
 - Have equal opportunities to join activities?
- Are class rules and practices equal and fair to girls and boys?
- Is the class environment safe for girls and boys?
- Is the class environment secure for girls and boys?
- Do learners feel they can participate?

Activity 3: Examples of classroom interactions:

- Collaborative Learning
- Discussions and Debates
- Interactive Sessions
- Loud Reading & Story-telling
- Conversation with learners
- Role Plays

Activity 4: Discuss and answer the following questions in relation to your school:

- What subjects are girls/boys likely to study at school?
- What kind of punishment should female/male students be given?
- How would the girls/boys react to the punishments?
- How do girls and boys respond to questions in class?
- Who should be the class representative in a mixed class?

Activity 5: To better understand the relationship between parents and teachers, consider the following guiding questions:

- As teacher-parent, how well do you know your child's teachers?
- Teachers, how well do you know your students' parents?
- How does the relationship between your child's teachers affect their learning—or does it at all? Could this relationship have an effect on how well they read?
- How much does the involvement of a “family” in school activities play into a child's success in school?
- What exactly does an involved parent/caregiver look like?
- How would a teacher know if you were an involved parent?
- How would parents know if they were involved enough?
- How would a parent know if you were an effective teacher?
- How do you know if you're an effective teacher?
- What are some ways both teacher and parent can ensure that together they are doing what's best for their students'/child's academic success?

Activity 6: To better understand the relationship between Teacher-teacher Interactions

Discuss the following points in relation to your school:

- How many females and males among teachers?
- Available opportunities for teachers to interact between themselves.
- Who between males and females dominate conversations?
- How do you think teacher-teacher interactions can enhance or hinder gender responsive pedagogy in your school?
- Ask fellow teachers' successes and learn from them
- Connect on social media and share professional thoughts and beyond
- Work on something together: e.g. lesson planning, project, etc.
- Socialize with fellow teachers beyond the school environment
- Ensure inclusiveness and gender sensitivity by involving both male and female colleagues in your interactions

7. Gender Responsive Assessment

Activity 1: Discuss the following questions in small groups

- What do you think would be a gender responsive assessment?
- What will you do to make group discussions gender responsive in your subject?
- What precautions will you take before administering assessment test in order to avoid gender bias?
- Discuss the importance of a gender responsive assessment to the teachers and learners?
- How will you ensure that the feedback is responding to each learner's specific needs?

Section 4: Gender responsive school leadership

Outline Table

Learning outcomes	<ul style="list-style-type: none"> To create awareness on gender equality issues in relation to school leadership To acquire the basic skills necessary to mainstream gender in institutional policies To be able to adopt and develop practices that improves workplace relationships. To enhance capacity in learner protection and security measures To create sensitivity towards gender responsive budgeting across school projects and programmes To be able to positively respond to learners specific safety needs. 							
Theme	Method			Compe- tency			Key Point	Materials
	D			K	A			
Mainstreaming gender equality in school rules and regulations							<ul style="list-style-type: none"> understand by gender mainstreaming Gender responsive School policies How Administration are constituted Gender responsive Infrastructure 	<p>Text book summary (ppt slide)</p> <p>◦Online learning materials</p>
Child protection and school safety							<ul style="list-style-type: none"> Schools' protection and security measures Sexual harassment and child abuse 	<p>Text book summary (ppt slide)</p> <p>◦Online learning material</p> <p>Discussion topics and re-view questions</p>
Gender – responsive budgeting							<ul style="list-style-type: none"> Understanding gender-responsive budgeting Gender budget analysis in school context. 	<p>Text book summary</p> <p>◦Online learning material</p>

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- Competency abbreviation: K-knowledge, S-skills, A-attitude

Teacher training/Teacher professional development						<ul style="list-style-type: none"> • Train teachers on practical skills in GRP • mechanisms a school leadership should use to build teachers' capacity in gender responsive pedagogy. 	Text book summary ◦Online learning material
Duration(minute)	100					N/A	

Instructor Guide

Highlights, Special Considerations, and Required instrument, etc .

Highlights/ Special Considerations:

- Focuses on the meaning and usefulness gender responsive school management and this plays big role towards achievement of both girls and boys.
- look and appreciates how mainstreaming of gender in school rules and regulation is applicable
- Reflects on your school and how they respond to gender specific and gender strategic needs.

Required instrument:

- Prepare a beam projector, a sound speaker, a laptop, a paper, pencils and class room/space are required for this training and manage with the staff whom may it concern

Activity 1:Discuss the following points in small groups

- What do you understand by gender mainstreaming?
- How is gender reflected in the following bodies/committees in your school:
 1. School administration
 2. Teaching staff
 3. SGAC
 4. Class representation
 5. Club committees
- From the discussion above, what is your observation with regards to gender responsiveness?
- Discuss cultural practices or norms that can hinder gender equality in education
- Discuss any existing rules, regulations and practices in your school that may or may not respond to gender equality

Activity 2: Reflect on your school and respond to the questions below

- Is the school close enough for all school-age boys and girls to walk to?
- Can both boys and girls be safe on their way to school? Are services provided to ensure their safety, such as transportation?
- In the school and on the way to/from school, do girls and boys feel safe from: bullying, discrimination, sexual harassment and abuse?
- What kind of support do boys and girls receive, if any? Is there any special provision to reduce stigma/discrimination that girls and boys may face? Is it different between boys and girls?
- Are girls who get pregnant supported (accommodated/accepted) by the school, and do they feel free to continue schooling?
- Are school rules and regulations gender responsive in dealing with undue problems and inconveniences, which impact negatively on teaching and learning processes?
- Are toilets for boys and girls separate, not close together providing adequate privacy for girls as well as boys?

Activity 3: activity: Reflect on your school and respond to the questions below

- What are the existing school rules and regulations, policies or guidelines developed to address sexual harassment? Are these rules enforced regularly when sexual harassment cases occur?
- What specific steps can teachers take to control themselves from sexually harassing their learners?
- What could be the existing social-cultural practices that perpetuate sexual harassment in the school environment?

Activity 4: Reflect on your school and respond to the questions below

1. Gender-responsiveness with regards to budget
 - What policy supports gender budgeting?
 - Are allocations in line with policies?
 - What specific activities in the budget require consideration of gender concerns?
 - Examine the school's budget; does it have allocations specific for women or men?
 - What needs to change in the budget?
2. Staff distribution to responsibilities involving school security, child care, classroom setting, coordination of gender mainstreaming, gender clubs, gender training workshops, and so on.
 - Is there remuneration or monetary allowances associated with these responsibilities?
 - Are men and women in the staff equally benefitting from the earnings associated with these responsibilities?

Activity 5: Reflect on your school and with a group of colleagues, analyse the school/ institutional budget, focusing on the following:

- How does the current budgeting practice affect girls and boys, female and male teachers?
- Is there a gender specific budget line? Why or why not? What is the total fund in the budget for gender issues?
- What funds are availed for gender equity and training programmes?

Activity 6:

1. Reflect on your school and answer the following question:

- How often teachers in your school meet to share best practices or discuss challenges with regard to GRP?
- How many teachers in your school are trained on gender? GRP?

2. Discuss: "It is not enough to train teachers on practical skills in GRP, but also training of the school leaders is imperative to ensure effective GRP implementation." Develop some mechanisms a school leadership may use to build teachers' capacity in gender responsive pedagogy.

Section 5: Monitoring and Evaluation on Gender Responsive Pedagogy

Outline Table

Learning Outcomes	<ul style="list-style-type: none"> • To understand the importance of monitoring and evaluating GRP at school level • To develop critical skills in monitoring and evaluating instructional objectives with focus on GRP • To explain and use various techniques of gender responsive monitoring and evaluation instructional activities • To develop awareness in identifying challenges and possible solutions in monitoring teaching and learning process with respect to GRP. 									
Theme	Method					Compe- tency		Key Point		
L	D	M	C	A	K	S	A			
Importance of Monitoring & Evaluation in GRP										<ul style="list-style-type: none"> • Relevance of monitoring and evaluation of GRP • Effective Implementation of GRP • Mainstream gender responsive pedagogy in TVET
Parental and community involvement in GRP monitoring and evaluation										<ul style="list-style-type: none"> • effective parental & community involvement commonly promote' • relationship • Recognition • Involvement

Classroom observation and supervision on GRP											<ul style="list-style-type: none"> • Supervisory activity with respect to GRP • Classroom observation
Gender audit in schools											<ul style="list-style-type: none"> • monitor gender responsiveness and inclusiveness • Gender responsive standards and targets • Monitoring and assessing GRP
Duration(minute)										N/A	

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- Competency abbreviation: K-knowledge, S-skills, A-attitude

Instructor Guide

Highlights, Special Considerations, and Required instrument, etc .

Highlights/ Special Considerations:

- Focuses on the factors of implementation or non implementation of GRP in your school have a guiding document/policy on GRP in your school
- What factors would find to be key for such a document
- Ability to identify challenges or best practices for school leaders and school community in supporting teachers for GRP implementation
- Discusses how ICT is important to promote gender responsive teaching and learning.

Required instrument:

- Prepare a beam projector, a sound speaker, a laptop, a paper, pencils and class room/space are required for this training and manage with the staff whom may it concern

Activity 1: Reflect on your school and discuss with your colleagues on the following points:

- Discuss factors of implementation or non implementation of GRP in your school?
- Do you have a guiding document/policy on GRP in your school? What factors would find to be key for such a document?
- What are challenges or best practices for school leaders and school community in supporting teachers for GRP implementation?
- Discuss how ICT is important to promote gender responsive teaching and learning.
- Discuss how you would mainstream gender responsive pedagogy in TVET.

Activity 2: discuss the following points in small groups

- Schools that have effective parental & community involvement commonly promote:
- Relationships among family, community members, and school staff that foster trust and collaboration;
- Recognition for families' needs and class and social-economical differences that encourage greater understanding and respect among all involved; and
- Involvement of all stakeholders in shared partnerships and mutual responsibility for student learning.
- Discuss which of these characteristics would be most important for GRP in your school community and why?
- How can the school leadership involve all stakeholders in supporting GRP?

Activity 3: Reflect on your school and answer the following questions

- Discuss any techniques do you adopt during your supervisory activity with respect to GRP?
- Do you have any observation form for your classroom supervision? If so, how does it reflect GRP?
- What are the challenges do you face when supervising your teachers with regard to GRP and what strategies can you suggest to overcoming them?
- Assume you are observed when teaching or you observed a teacher teaching. Discuss what constructive feedback on GRP would entail.

Activity 4: Group work

- Identify what you consider to be important elements to complement those provided in the table for GRP implementation (Appendix 2).
- From what you have read so far, list what you can identify as determinants of GRP implementation.
- Pause and think of what you have learned in this section. Do you feel that you can confidently and effectively lead the GRP implementation process as suggested by the CBC in your school? If yes, how?
- You have been asked to prepare a speech for the school leader on what can be done to facilitate GRP implementation. Identify major points you would include in your speech.
- If you are requested to conduct a gender audit in a given school, what aspects would look at?

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APPENDICES

Appendix 1 Making a Lesson Gender Responsive (source: Mlama et al., 2005: 9-10)

Methodology	Action
Question and answer method	<ul style="list-style-type: none">• Give equal chances to both girls and boys to answer questions.• Extend positive reinforcement to both girls and boys.• Allow sufficient time for students to answer questions, especially girls who may be shy or^o afraid to speak out.• Assign exercises that encourage students, especially girls, to speak out.• Distribute questions to all the class and ensure that each student participates.• Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters.
Group discussion	<ul style="list-style-type: none">• Ensure that groups are mixed (both boys and girls).• Ensure that everyone has the opportunity to talk and to lead the discussion.• Ensure that group leaders are both boys and girls.• Encourage both girls and boys to present the results.• Ensure that both girls and boys record the proceedings.• Ensure that groups consist of girls and boys of different academic ability.• Ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.
Demonstration: e.g. Dissection in a biology practical lesson	<ul style="list-style-type: none">• Make sure that the groups are mixed (boys and girls).• Use different techniques to assure the student that it is all right to touch the specimens and deal with any fear that may be expressed or apparent.• Encourage all learners to touch the specimens, without making them feel foolish or belittled.• Make sure that each student has an opportunity to work with the specimen.• Make sure that the boys do not dominate the execution of the experiment.• Ensure that girls are not relegated to simply recording how the dissection is done, but actually participate.• Make an effort to connect what is happening in the class to what happens in everyday life – relating the dissection of a frog to cutting up a chicken or fish in the kitchen.

Appendix 2: Monitoring and evaluation checklist for a GRP School

Indicators	Questions
Teachers' skills in GRP	<ul style="list-style-type: none"> • How many teachers have been trained in GRP? • How many male teachers? • How many female teachers? • Which organization offered the training? • What was the duration of the training? • Where did it take place?
Physical environment	<ul style="list-style-type: none"> • Is the type of furniture used in the school appropriate for girls and boys? Are laboratory stools too high for girls wearing skirts? Are library shelves too high to access? Are desks too small? • Is there a system for awarding academic and social excellence? How many boys and girls benefited last year? • What is the system for keeping track on the enrolment, retention, dropouts, performance of boys and girls? • What measures have the school put in place to ensure that girls have access to sanitary pads, especially the needy students? • What safety and security measures are in place for students especially at night? For girls and for boys?
Tracking students performance and welfare	<ul style="list-style-type: none"> • How many boys and how many girls are in each grade? • How many girls and how many boys repeated a grade last year? • How many boys and girls dropped out last year? • How many girls dropped out due to early marriage, household chores, etc. • What is the performance of the students by gender for every year and for every grade and in national examinations? • How many teenage pregnancies were there in the last academic year? • How many girls were made pregnant by teachers, students, community members in the last academic year? • How many incidence of gender based violence (sexual harassment, rape) were there in the school in the last academic year? Committed by teachers? Students? Community members? • How many cases of bullying were reported in the school in the last academic year? • How many HIV/AIDs infected students are there in the school? How many boys? How many girls?
Tracking of teachers' performance and welfare	<ul style="list-style-type: none"> • Does the school have a database for tracking teachers' performance and welfare? • How many male and how many female teachers are there in the school? • How many male and female teachers does the school have for each subject? • What type of qualification do these teachers have by gender? (certificate, diploma, degree) • How many teachers' accommodations are there? How many are occupied by male and by female teachers?
Non-teaching staff	<ul style="list-style-type: none"> • How many male and how many female non-teaching staff are there in the school? • How many non-teaching staff have been trained in gender issues?
Gender responsive Lesson plan	<ul style="list-style-type: none"> • How many teachers are producing gender responsive lesson plans • How many teachers are using gender responsive lesson plans • Provide samples of GR lesson plans in different subjects

Gender responsive Lesson delivery	<ul style="list-style-type: none"> • What types of gender responsive teaching methodologies do teachers use? • What techniques do teachers use to ensure that both boys and girls participate equally in the lesson? • What techniques do teachers use to encourage girls to speak out? • What techniques do teachers use to know if the students have understood the lesson?
Gender responsive Language use	<ul style="list-style-type: none"> • Are the teachers aware of what kind of gender insensitive language is used in the classroom? • Is abusive language used in the classroom? Who are the perpetrators? Teachers?boys?girls? • Who are the victims of the abusive language used in the classroom? Female/male? • What techniques do teachers use to eliminate such use by themselves and by the students in the class?
Gender responsive Teaching-learning materials	<ul style="list-style-type: none"> • How does the school ensure that both boys and girls have equal access to textbooks, library facilities, laboratory equipment and other learning materials? • Have the teachers analysed textbooks for all subjects for gender responsiveness? • Are the textbooks used in school free from any gender stereotypes? • If textbooks contain gender stereotypes, what action have teachers taken to deal with gender stereotypes? • What types of gender responsive teaching aids have teachers produced?
Teaching-learning methods	<ul style="list-style-type: none"> • What techniques do teachers use to ensure that boys and girls participate equally in all subjects? • What techniques do teachers use to help students overcome fear and inhibition? Fear of speaking, fear of sciences and maths, fear of practicals, fear of technology, etc. • What techniques do teachers use to adapt learning activities to the level of the learners?
Teacher's feedbacks to students' answers	<ul style="list-style-type: none"> • How many boys/girls were asked by the teacher in the lesson? • How many boys/girls have received motivation from the teacher during the lesson? • How many boys/girls have been supported by the teacher during the lesson?
Gender responsive Conflict management	<ul style="list-style-type: none"> • How many cases of gender based conflicts have been reported during the last 6 months? • Who are the perpetrators of the conflicts? Male teachers? Female teachers? Boys? Girls? • How do teachers handle gender based conflicts in the classroom? • Have the cases decreased in the last 6 months? • How many teachers have been trained in handling gender based conflicts in the classroom? • What techniques do teachers use to avoid inappropriate sexual behavior towards students?
Teachers' attitudes and behavior	<ul style="list-style-type: none"> • How many male teachers have shown negative attitudes towards girls and female teachers? • How many female teachers have shown negative attitudes towards boys and male teachers? • How many teachers have exhibited inappropriate behavior towards students?
Learners' attitudes and behavior	<ul style="list-style-type: none"> • How many male students have exhibited negative attitudes towards female students and teachers? • How many female students have exhibited negative attitudes towards male students and teachers?
Parents' attitudes and behavior	<ul style="list-style-type: none"> • How many parents exhibit negative attitudes towards boys? Girls? • How many parents treat boys and girls unequally? • How many parents favour boys over girls? Girls over boys? • How many parents withdrew girls from school in the last one year? How many withdrew boys from school?

Gender responsive School management	<ul style="list-style-type: none"> • Does the school have a gender responsive school management system in place? • How many men and how many women in each management structures: <ol style="list-style-type: none"> 1. Head and Deputy 2. SGAC 3. Department heads 4. Student council 5. Student clubs representatives • Which of these structures are headed by men and which are headed by women? • Has the school management team undergone gender training? • How many men are trained? • How many women are trained? • What was the duration of the training? • Which organization offered the training? • When did it take place? • Give specific rules and regulations that make the school gender responsive • Is the code of conduct for both students and teachers gender responsive? • Does the code of conduct include how to deal with cases of sexual harassment for both teachers and students? And other deviant behavior? • How does the school protect human rights of the students? (dignity, respect, health, nutrition, security, not to be physically violated, etc) • Is the school aware of national gender-related policies? • What gender-related policies does the school have? • How is the school implementing these policies?
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Appendix 3: Ten activities (as indicative) for effective GRP implementation

S/No	Tasks
1	Plan with teachers to implement pilot curriculum materials for gender responsiveness
2	Encourage teacher and pupil participation in the construction of teaching aids that are gender responsive.
3	Direct practice in the use of instructional materials for effective integration gender as a cross cutting issue.
4	Study current trends in gender and education and advise teachers on implementation of CBC especially integration of cross cutting issues.
5	Work with teachers, and other school personnel to design strategies for smooth implementation of the GRP to respond CBC requirements.
6	Guide the planning of instructional units to implement educational objectives that are gender responsive aiming at behavior change.
7	Work with teachers, individually and in groups, to explain, demonstrate, exhibit, or direct practice in the use of new curriculum materials in line with GRP.
8	Holding meeting with teachers and students to discuss the progress of gender transformation of pedagogy.
9	Producing and presenting regular reports with results and experiences to the school management, teachers, students and other stakeholders on the progress of change
10	Documenting on what worked well and areas of improvement in making teaching-learning processes gender responsive.



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